6-8 S-CAP SSR Team-Level Summary of Findings: Curriculum and Instruction

*********Please note: we only had time to observe in one core class before the middle school went into their lunch/ILP rotations. Therefore, we feel that our observation data is inadequate.***

Performance Level Descriptions

Evidence of Awareness	**Evidence of Commitment**	**Evidence of Practice**	**Evidence of Impact**
0 1	**2 3**	**4 5**	**6 7**
(0) Most stakeholders express little interest in or involvement with the element. Key individuals who would have responsibilities relative to the element have little knowledge of the element and are not taking action to become involved. holders indicate a general awareness of and interest in learning more about the element. Stakeholders are acquiring information about the element and may be exploring the value, determining the demands, etc.	(2) Key individuals (educators, leaders) who would have responsibilities relative to the element are uncertain about the demands, his or her adequacy to meet those demands, or his or her role. (3) Key individuals (educators, leaders) who would have responsibilities relative to the element are preparing, and understand what it will take to implement and/or improve the element.	(4) Stakeholders are interested mainly in the processes and tasks associated with the element. Concerns related to efficiency, organizing, managing, and scheduling dominate. Key individuals focus most of their effort on the short-term, day-to-day activity associated with the element. Changes in practice are made more to meet their needs than those of their students/ or other stakeholders. (5) Key individuals' work in implementation of the element is stabilized. Few if any changes are being made to ongoing practice. They are *not* spending time in preparation or considering how to make improvements.	(6) Stakeholders are focused on the impact of the element on students within his or her immediate sphere of influence. They consider the relevance of the element for students; the evaluation of student outcomes, including performance and competencies; and the changes needed to improve student outcomes. Key individuals make improvements relative to the element to increase the impact for students within their immediate sphere of influence. (7) Stakeholder perspectives focus on coordinating and cooperating with others relative to the element. Key individuals are combining their efforts with the related activities of colleagues to achieve a collective effect relative to the element on students and others within their common sphere of influence.

Curriculum and Instruction

Element	*Evidence Sources*	*Notes on Evidence/Themes*	*Level of Evidence*			
			0 or 1	*2 or 3*	*4 or 5*	*6 or 7*
Curriculum: Curriculum is written and aligned so	*Documents* *Focus Groups*	*The District is creating curriculum for Math, Science and ELA, as evidenced by*			*4-* *Inconsisten*	

there are no gaps or unnecessary overlaps and represents important and demanding understandings and processes.	*Scope and Sequence on District Background Information and Supporting links- District Website also has curriculum and vertical alignment evidence*	*the District website. According to the Scope and Sequence documents, the curriculum is vertically aligned with intentional overlaps (for appropriate review and reinforcement).* *Parent focus group data refers to more rigor across subject areas, and a faster pace.*			*cies- It looks like they are working in that direction. We were able to observe one core classroom.*	
Instructional Planning: Planning is aligned to curriculum that is important and demanding. (the WHAT is defined)	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*Parent focus group data refers to more rigor across subject areas, and a faster pace, but there was nothing to show us that this is happening. We weren't able to observe in many classrooms, and there are no documents in the Scope and Sequence files that teachers are planning to the curriculum - not enough evidence - it may be there, but we didn't see it.*		*3?*		
Instructional Planning: Intentional planning for delivery of instruction is focused, engaging, and scaffolded. (The HOW)	*Teacher Survey* *Documents* *Focus Groups-* *Teacher's Website*	*We found one teacher out of 5 who had detailed Lesson Targets on website.* *In the one core class we had the opportunity to observe, the lesson was well-thought out, students had handouts, and the teacher gave the students "struggle time." In the ILP rooms we observed, we saw posted learning targets in 2 out of 4 classrooms. We don't have strong evidence to support intentional planning.*		*3?*		

Instructional Planning: Instructional planning includes reflection on effectiveness of instruction. (the HOW)	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*We did not have the opportunity to observe any time of reflection or workshop type models.*				
Instructional Planning: Systems are in place to plan for and ensure instructional supports for specific learning needs.	*Observation* *Teacher Survey* *Focus Groups* *SSR Team Observation*	*Team observed ILP going on throughout the building. This "class" is very fluid. Kids are evaluated periodically to determine their current needs. Students move in and out of programs depending on a particular needs.*				
Instructional Practice: Instructional practices are demanding, and important, and ensure transfer of learning.	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*School has two different programs which address academic support. The first is ILP - Individual Learning Plan and ZAP- Zeros aren't permitted. Evidence of high expectations.*				
Instructional Practice: Instructional practices are engaging.	*Observation* *Teacher Survey* *Focus Groups*	*In observation, approximately 8 out of every 10 kids were deeply engaged in IXL work in 2 classrooms of about 20.*				
Instructional Practice: Instructional practices are focused.	*Observation* *Teacher Survey* *Student Survey* *Documents* *Focus Groups*	*In about 50 percent of the classes we visited, there were clear behavioral expectations from the teacher. The students did well getting back on task.*				
Instructional Practice: Instructional practices are scaffolded.	*Observation* *Teacher Survey* *Documents* *Focus Groups*	*We were only able to observe one regular class session. We don't have enough evidence for this area in the regular classroom. However, we observed in several ILP classes and noted that students were engaged with their individualized learning assignments - typically IXL math.*				